

Buckeye Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

210 S. 6th Street, Buckeye, AZ 85326

Buckeye Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Underperforming*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

School Overview

Principal/Administrator : Mrs. Patti L. Joseph
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-8
2003 Enrollment : 1082
Web Address :
Phone Number : (623) 386-4487
Fax Number : (623) 386-6063
E-mail : besd@besd.k12.az.us

Mission

Our mission: improve academic achievement for all students; ensure an aligned, integrated curriculum; prepare and hold students, parents and staff accountable for student success; increase pride at BES; and expand the involvement of everyone.

School / Academic Goals

ü To purposefully and systematically continue to improve student achievement in all academic areas for all levels of student ability.

ü To ensure an aligned, integrated curriculum for grades K-8 in order to prepare our students for success in high school.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

Instructional Programs

ü Gifted/Talented Education
ü At-risk Preschool
ü Alternative Education
ü On-site Special Education

Enrollment

October 1, 2002 School Year Student Enrollment : 1501
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 25

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/8/2003
Last Day of School : 5/28/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Meet Monthly
- ü Conduct and Analyze Needs Assessment
- ü Develop Understanding of Curriculum
- ü Understand Discipline; Student Growth
- ü Parent/Community/Bus./School Relations
- ü Analyze Safety Needs of the School

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	60.00
Other Professional Staff	6.00	Teacher Aide	29.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	30	1	0	0
4 to 6 years	10	0	0	0
7 to 9 years	1	2	0	0
10 or more years	13	3	0	0

Shared Responsibilities

School

Our responsibility is to offer quality educational opportunities for all students to reach maximum potential in a safe and orderly environment. In addition, staff and students exhibit high expectations through a quality character building program.

Parents

Parents' responsibilities are to help students attend school promptly every day, dressed for success; be a part of the team through teacher support, student academic support, school functions, and regular communication with the school/teachers.

Resources Available at School Site

Special Facilities

- ü Two Computer Labs--30 Stations
- ü Special Needs Class

Extracurricular Activities

- ü Student Council
- ü Sports
- ü Band/Choir
- ü Afterschool Enrichment Clubs

Social Services

- ü Health & Counseling Services
- ü Buckeye Valley Family Resource Center
- ü Partnerships with Wal-Mart & APS
- ü Breakfast/Lunch Programs

Transportation Policy

Buckeye School provides transportation outside of a mile from the school. (North to McDowell Road, East to 223rd Avenue, South to Beloit Road, West on Highway 85 to include Cosmo Area and special ed students. Bus procedures are taught and followed.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü All staff are participating in regular professional development focused conversations in reading, writing and math. Teaching focus is on an articulated curriculum aligned to the state standards.
- ü BES Staff are recognized at the local, state, and national level with awards, grants, conference presentations, and committee involvement in a variety of areas.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Ambassador for Excellence	1996
ü Who's Who (2) Teacher Award	1998
ü Intel Teach to the Future	2000
ü NTTI Teacher Award	2000

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	20	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	22	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			76
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	56	64
Grades 3-4	56	45
Grades 4-5	67	64
Grades 5-6	77	82
Grades 6-7	72	62
Grades 7-8	67	78

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	170	170	75372	94	94	101	496	496	523	19	19	9	32	32	25	37	37	36	12	12	30
All Students (Prior Year)	133	133	70809	NA	NA	NA	518	518	518	7	7	11	29	29	27	41	41	35	23	23	27
Female	88	88	36901	96	96	101	497	497	524	17	17	8	33	33	25	36	36	36	14	14	31
Male	82	82	38385	93	93	101	495	495	523	22	22	9	31	31	24	37	37	36	10	10	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	96	96	29103	91	91	99	498	498	510	21	21	12	28	28	31	43	43	36	9	9	20
Asian/Pacific Islander	NC	NC	1574	NC	NC	96	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	34	NC	NC	48
American Indian/Alaskan Native	NC	NC	5086	NC	NC	114	NC	NC	491	NC	NC	22	NC	NC	38	NC	NC	28	NC	NC	12
White	65	65	34597	103	103	98	497	497	535	14	14	4	41	41	20	32	32	38	14	14	38
Students with Disabilities	23	23	8057	192	192	99	461	461	496	54	54	23	23	23	31	15	15	28	8	8	17
Students without Disabilities	147	147	67315	88	88	101	500	500	525	15	15	8	33	33	24	39	39	37	13	13	31
Limited English Proficient Students	43	43	16925	NA	NA	112	428	428	482	100	100	27	0	0	40	0	0	26	0	0	7
Migrant Students	NC	NC	869				NC	NC	501	NC	NC	17	NC	NC	30	NC	NC	39	NC	NC	14
Economically Disadvantaged	--	--	26325				--	--	504	--	--	15	--	--	34	--	--	33	--	--	18
Non-Economically Disadvantaged	170	170	49047				496	496	530	19	19	6	32	32	21	37	37	37	12	12	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	169	169	75221	94	94	101	509	509	523	12	12	8	32	32	16	47	47	56	9	9	21
All Students (Prior Year)	134	134	70860	NA	NA	NA	523	523	524	3	3	9	28	28	17	43	43	45	26	26	30
Female	89	89	36833	97	97	100	513	513	526	9	9	6	31	31	15	51	51	56	9	9	23
Male	80	80	38319	91	91	101	505	505	520	16	16	9	33	33	17	42	42	56	9	9	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	96	96	29019	91	91	99	510	510	513	9	9	12	35	35	21	44	44	55	12	12	13
Asian/Pacific Islander	NC	NC	1572	NC	NC	95	NC	NC	536	NC	NC	2	NC	NC	9	NC	NC	57	NC	NC	31
American Indian/Alaskan Native	NC	NC	5071	NC	NC	114	NC	NC	502	NC	NC	20	NC	NC	27	NC	NC	46	NC	NC	8
White	64	64	34543	102	102	97	511	511	531	12	12	4	32	32	12	49	49	58	7	7	26
Students with Disabilities	22	22	8006	183	183	99	483	483	505	50	50	22	25	25	23	17	17	42	8	8	13
Students without Disabilities	147	147	67215	88	88	101	512	512	524	8	8	7	33	33	16	50	50	56	9	9	21
Limited English Proficient Students	43	43	16853	NA	NA	112	456	456	489	75	75	29	25	25	36	0	0	32	0	0	3
Migrant Students	NC	NC	866				NC	NC	503	NC	NC	19	NC	NC	23	NC	NC	49	NC	NC	8
Economically Disadvantaged	--	--	26256				--	--	509	--	--	14	--	--	24	--	--	51	--	--	11
Non-Economically Disadvantaged	169	169	48965				509	509	528	12	12	5	32	32	13	47	47	58	9	9	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	156	156	73654	87	87	99	511	511	530	18	18	9	17	17	13	63	63	70	2	2	7
All Students (Prior Year)	130	130	68592	NA	NA	NA	538	538	542	9	9	9	13	13	12	65	65	63	13	13	16
Female	83	83	36239	90	90	99	520	520	537	12	12	7	15	15	11	69	69	72	3	3	10
Male	73	73	37301	83	83	98	501	501	523	26	26	12	19	19	15	56	56	68	0	0	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	92	92	28348	87	87	96	513	513	520	14	14	13	19	19	17	65	65	65	2	2	5
Asian/Pacific Islander	NC	NC	1558	NC	NC	95	NC	NC	547	NC	NC	3	NC	NC	8	NC	NC	76	NC	NC	13
American Indian/Alaskan Native	NC	NC	4947	NC	NC	111	NC	NC	507	NC	NC	22	NC	NC	22	NC	NC	53	NC	NC	3
White	56	56	33924	89	89	96	515	515	537	18	18	5	16	16	10	64	64	75	2	2	9
Students with Disabilities	16	16	7306	133	133	90	474	474	506	58	58	24	17	17	20	25	25	52	0	0	4
Students without Disabilities	140	140	66348	83	83	100	516	516	531	14	14	8	17	17	13	67	67	71	2	2	8
Limited English Proficient Students	40	40	16422	NA	NA	109	443	443	495	100	100	30	0	0	27	0	0	43	0	0	0
Migrant Students	NC	NC	849				NC	NC	511	NC	NC	19	NC	NC	22	NC	NC	56	NC	NC	4
Economically Disadvantaged	--	--	25711				--	--	514	--	--	16	--	--	19	--	--	61	--	--	3
Non-Economically Disadvantaged	156	156	47943				511	511	535	18	18	7	17	17	11	63	63	74	2	2	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	165	165	76230	99	99	101	459	459	498	35	35	12	39	39	38	11	11	12	15	15	37
All Students (Prior Year)	161	161	72888	NA	NA	NA	457	457	494	31	31	14	48	48	40	11	11	12	11	11	34
Female	97	97	37247	100	100	100	463	463	500	32	32	11	41	41	40	12	12	13	15	15	37
Male	68	68	38725	97	97	101	452	452	497	40	40	14	37	37	37	10	10	12	13	13	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	89	89	28100	101	101	98	440	440	482	53	53	18	32	32	47	11	11	11	5	5	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	64	64	35389	96	96	96	480	480	514	16	16	6	46	46	32	11	11	14	26	26	48
Students with Disabilities	11	11	9022	110	110	105	408	408	465	80	80	31	20	20	43	0	0	8	0	0	17
Students without Disabilities	154	154	67208	98	98	100	461	461	500	33	33	12	40	40	38	11	11	12	15	15	38
Limited English Proficient Students	45	45	14826	450	450	113	422	422	460	65	65	31	35	35	51	0	0	8	0	0	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	NC	NC	25037				NC	NC	477	NC	NC	21	NC	NC	47	NC	NC	11	NC	NC	21
Non-Economically Disadvantaged	159	159	51193				459	459	507	36	36	9	39	39	35	11	11	13	15	15	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	162	162	76202	97	97	101	490	490	505	48	48	19	21	21	24	25	25	46	5	5	11
All Students (Prior Year)	159	159	72779	NA	NA	NA	492	492	505	40	40	21	22	22	20	35	35	43	3	3	15
Female	97	97	37231	100	100	100	493	493	507	42	42	16	24	24	24	28	28	48	6	6	13
Male	65	65	38718	93	93	101	486	486	503	59	59	22	16	16	24	20	20	44	4	4	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	88	88	28090	100	100	98	483	483	497	64	64	28	22	22	30	13	13	37	2	2	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	62	62	35371	93	93	96	497	497	512	33	33	10	17	17	20	41	41	54	9	9	16
Students with Disabilities	10	10	9097	100	100	106	472	472	493	100	100	39	0	0	27	0	0	29	0	0	5
Students without Disabilities	152	152	67105	97	97	100	490	490	506	48	48	18	22	22	24	25	25	47	5	5	12
Limited English Proficient Students	44	44	14780	440	440	113	476	476	486	89	89	50	6	6	32	6	6	18	0	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	NC	NC	24961				NC	NC	495	NC	NC	32	NC	NC	30	NC	NC	34	NC	NC	4
Non-Economically Disadvantaged	156	156	51241				490	490	509	48	48	14	21	21	22	25	25	51	5	5	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	156	156	74692	93	93	99	462	462	502	47	47	18	27	27	27	24	24	47	2	2	8
All Students (Prior Year)	153	153	70710	NA	NA	NA	469	469	512	44	44	17	31	31	26	22	22	42	3	3	16
Female	94	94	36710	97	97	99	470	470	509	41	41	14	28	28	26	28	28	50	2	2	10
Male	62	62	37742	89	89	98	449	449	495	58	58	22	25	25	28	17	17	44	0	0	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	83	83	27492	94	94	96	447	447	486	65	65	27	22	22	32	12	12	38	2	2	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	62	62	34785	93	93	94	479	479	517	34	34	10	25	25	23	39	39	56	2	2	11
Students with Disabilities	NC	NC	8428	NC	NC	98	NC	NC	472	NC	NC	38	NC	NC	30	NC	NC	29	NC	NC	3
Students without Disabilities	149	149	66264	95	95	99	463	463	503	47	47	17	27	27	27	24	24	48	2	2	8
Limited English Proficient Students	42	42	14363	420	420	109	432	432	459	83	83	47	11	11	34	6	6	19	0	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	NC	NC	24507				NC	NC	480	NC	NC	31	NC	NC	33	NC	NC	33	NC	NC	3
Non-Economically Disadvantaged	150	150	50185				463	463	511	46	46	13	28	28	24	24	24	53	2	2	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	161	161	71167	96	96	99	436	436	463	59	59	38	28	28	41	10	10	14	3	3	7
All Students (Prior Year)	158	158	66213	NA	NA	NA	438	438	459	59	59	39	30	30	40	9	9	14	3	3	7
Female	83	83	34825	99	99	99	433	433	462	63	63	38	29	29	42	4	4	14	4	4	6
Male	77	77	36047	92	92	99	440	440	464	55	55	38	27	27	39	17	17	15	2	2	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	73	73	23643	96	96	97	423	423	445	69	69	53	24	24	37	3	3	8	3	3	2
Asian/Pacific Islander	NC	NC	1503	NC	NC	100	NC	NC	493	NC	NC	18	NC	NC	40	NC	NC	23	NC	NC	19
American Indian/Alaskan Native	NC	NC	5161	NC	NC	103	NC	NC	435	NC	NC	63	NC	NC	30	NC	NC	5	NC	NC	2
White	74	74	35245	94	94	95	444	444	476	54	54	26	30	30	45	14	14	19	3	3	10
Students with Disabilities	NC	NC	8095	NC	NC	104	NC	NC	426	NC	NC	69	NC	NC	25	NC	NC	5	NC	NC	1
Students without Disabilities	152	152	63072	96	96	99	437	437	464	58	58	37	28	28	41	10	10	15	3	3	7
Limited English Proficient Students	32	32	10317	320	320	111	395	395	426	86	86	72	14	14	25	0	0	2	0	0	1
Migrant Students	NC	NC	614				NC	NC	440	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	3
Economically Disadvantaged	NC	NC	17057				NC	NC	440	NC	NC	58	NC	NC	34	NC	NC	6	NC	NC	2
Non-Economically Disadvantaged	159	159	54110				436	436	468	58	58	33	29	29	43	10	10	16	3	3	8

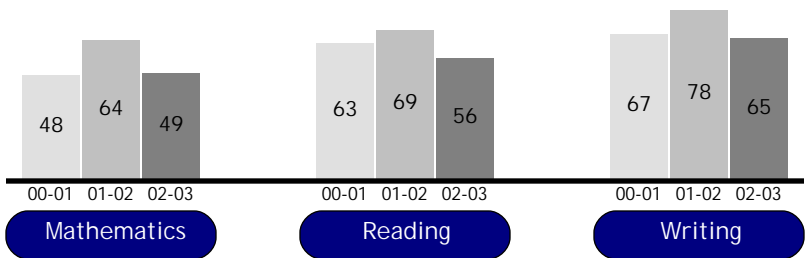
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	161	161	71100	96	96	99	480	480	502	48	48	25	15	15	21	29	29	40	8	8	15
All Students (Prior Year)	160	160	66144	NA	NA	NA	483	483	504	43	43	24	22	22	20	27	27	40	9	9	16
Female	83	83	34801	99	99	99	485	485	505	44	44	21	15	15	22	34	34	42	7	7	15
Male	77	77	36010	92	92	99	474	474	499	53	53	28	14	14	20	24	24	38	9	9	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	73	73	23630	96	96	96	469	469	485	58	58	37	16	16	25	21	21	32	5	5	6
Asian/Pacific Islander	NC	NC	1509	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	14	NC	NC	46	NC	NC	28
American Indian/Alaskan Native	NC	NC	5144	NC	NC	102	NC	NC	478	NC	NC	46	NC	NC	24	NC	NC	25	NC	NC	5
White	74	74	35198	94	94	95	487	487	515	42	42	15	13	13	18	35	35	47	10	10	21
Students with Disabilities	NC	NC	8121	NC	NC	105	NC	NC	470	NC	NC	55	NC	NC	20	NC	NC	21	NC	NC	4
Students without Disabilities	152	152	62979	96	96	99	480	480	503	48	48	23	15	15	21	29	29	41	8	8	15
Limited English Proficient Students	32	32	10304	320	320	110	436	436	462	93	93	63	7	7	23	0	0	13	0	0	1
Migrant Students	NC	NC	623				NC	NC	475	NC	NC	45	NC	NC	27	NC	NC	25	NC	NC	3
Economically Disadvantaged	NC	NC	17040				NC	NC	483	NC	NC	40	NC	NC	25	NC	NC	29	NC	NC	6
Non-Economically Disadvantaged	159	159	54060				480	480	507	49	49	20	13	13	20	30	30	43	8	8	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	148	148	69001	88	88	96	466	466	490	34	34	17	41	41	37	25	25	45	0	0	1
All Students (Prior Year)	156	156	63579	NA	NA	NA	470	470	493	32	32	15	44	44	42	24	24	41	0	0	2
Female	79	79	34086	94	94	97	469	469	496	35	35	13	35	35	36	30	30	51	0	0	1
Male	68	68	34644	81	81	95	462	462	484	34	34	22	47	47	39	19	19	38	0	0	0
African American	NC	NC	3115	NC	NC	92	NC	NC	478	NC	NC	25	NC	NC	44	NC	NC	31	NC	NC	0
Hispanic	65	65	22656	86	86	92	456	456	476	38	38	27	50	50	43	12	12	30	0	0	0
Asian/Pacific Islander	NC	NC	1472	NC	NC	98	NC	NC	507	NC	NC	8	NC	NC	30	NC	NC	60	NC	NC	2
American Indian/Alaskan Native	NC	NC	4940	NC	NC	98	NC	NC	469	NC	NC	34	NC	NC	43	NC	NC	23	NC	NC	0
White	70	70	34501	89	89	93	472	472	500	31	31	10	34	34	34	34	34	55	0	0	1
Students with Disabilities	NC	NC	7386	NC	NC	95	NC	NC	459	NC	NC	46	NC	NC	37	NC	NC	17	NC	NC	0
Students without Disabilities	140	140	61615	88	88	97	466	466	491	34	34	16	41	41	37	25	25	45	0	0	1
Limited English Proficient Students	26	26	9662	260	260	104	423	423	454	75	75	51	25	25	40	0	0	9	0	0	0
Migrant Students	NC	NC	590				NC	NC	466	NC	NC	35	NC	NC	43	NC	NC	22	NC	NC	0
Economically Disadvantaged	NC	NC	16383				NC	NC	472	NC	NC	30	NC	NC	43	NC	NC	26	NC	NC	0
Non-Economically Disadvantaged	147	147	52618				465	465	494	35	35	14	41	41	36	24	24	49	0	0	1

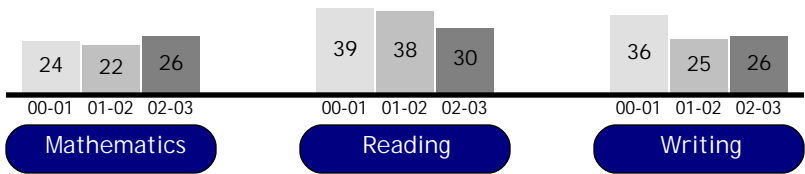
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

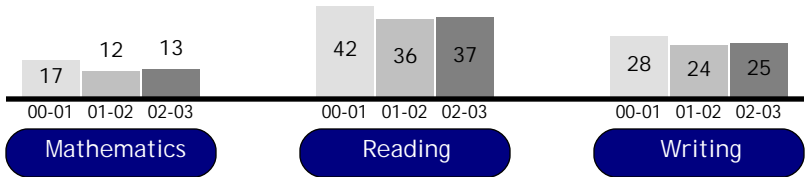
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	71	53	53	53	99	20	20	44	90	34	34	50
	Language	78	35	35	45	99	21	21	39	97	24	24	43
	Mathematics	82	45	45	56	99	32	32	52	97	39	39	57
3	Reading	81	36	36	50	99	37	37	43	96	31	31	47
	Language	79	36	36	55	99	39	39	50	95	34	34	54
	Mathematics	81	42	42	53	99	42	42	50	96	35	35	54
4	Reading	78	38	38	55	99	28	28	47	95	35	35	52
	Language	85	30	30	50	99	29	29	45	97	33	33	48
	Mathematics	84	37	37	56	99	32	32	52	99	34	34	57
5	Reading	94	36	36	51	99	30	30	46	92	32	32	50
	Language	96	30	30	46	99	27	27	43	97	25	25	46
	Mathematics	95	43	43	56	99	33	33	54	100	33	33	57
6	Reading	96	41	41	54	96	33	33	49	91	37	37	53
	Language	96	35	35	46	97	27	27	42	93	27	27	45
	Mathematics	97	52	52	61	97	37	37	58	96	41	41	62
7	Reading	92	44	44	53	99	35	35	48	97	38	38	51
	Language	94	42	42	55	99	33	33	51	96	35	35	54
	Mathematics	94	36	36	57	99	31	31	54	96	36	36	58
8	Reading	96	44	44	55	99	40	40	49	97	41	41	53
	Language	96	37	37	50	99	25	25	46	98	27	27	49
	Mathematics	97	42	42	57	99	39	39	54	98	42	42	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Character Ed. Program & Great Expectations Philosophy encourages students to demonstrate positive behavior. Incentives include: A back-to-school swim party, Student of Month/Week, Bicycle for Success, Fine Dining, Character Cards, dances for 6-8.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Patti Joseph	(623) 386-4487
Transportation Policy	John Neil	(623) 386-4487
Community Resources	Family Resource Center	(623) 386-4008
School Nutrition Programs	Carol Barton	(623) 386-4487
Parent Organization	School Goal	(623) 386-4487
Student Health/Nurse	Meredith Hood	(623) 386-4487

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (-). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards